DOCUMENT RESUME

ED 207 683 PS 012 395

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TITLE [Parenting for Parents and Professionals and Group Interaction: An Annotated Bibliography.]
INSTITUTION Madison Public Schools, Wis.
PUB DATE Nov 80
NOTE 18p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Annotated Bibliographies; Death; Divorce; *Family Problems; *Group Dynamics; One Parent Family; *Parent Child Relationship; *Parent Role; *Resource Materials
IDENTIFIERS *Parenting

ABSTRACT

This annotated bibliography includes a list of books on parenting which are available in professional libraries. Citations are grouped into four categories: books written for parents; books written for the professional educator; books dealing with special situations, such as divorce, death, and the single parent; and books on interaction in discussion groups, in classrooms, and in other educational settings. A library classification number, author's name, book title, publisher, and number of pages are included in each entry. (Author/MP)

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PARENTING FOR PARENTS AND PROFESSIONALS AND GROUP INTERACTION: AN ANNOTATED BIBLIOGRAPHY

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Parenting
An annotated bibliography of books
available in the Professional Library

November, 1980

PART ONE: FOR PARENTS

649.1
B287s

Bartz, Wayne R. and Richard A. Rasor. Surviving With Kids: A Lifeline for Overwhelmed Parents. San Luis Obispo, California: Impact Publishers, 1978. 177 p.

This handbook on behavior management uses straightforward explanations and cartoon illustrations of appropriate and inappropriate ways to handle situations.

370.15
B38p

Becker, Wesley C. Parents are Teachers: A Child Management Program. Champaign, Illinois: Research Press, 1971. 194 p. and Guide for Group Leaders, 1971. 41 p.

Becker's approach is behavioristic. The book explains reinforcement in a step-by-step fashion, with fill-in-the-blank exercises at the end of each chapter. The accompanying guide provides questions to stimulate group discussion. A very straightforward, readable approach to child management. All technical terms are explained.

649.1
B46p

Bessell, Harold and Thomas P. Kelly, Jr. The Parent Book: The Holistic Program for Raising the Emotionally Mature Child. Sacramento, California: Jalmar Press, 1977. 205 p.

Bessell is the creator of the Human Development Program (Magic Circle). This book focuses on the child's emotions and suggests a systematic, developmental approach in which parents and children share their feelings.

PS012395

301.427
B65o

Boston, Women's Health Book Collective. Ourselves and Our Children: A Book By and For Parents. New York: Random House, 1978. 288 p.

A big, absorbing book, full of accounts of personal experiences. Especially useful for the material on societal impact on families.

370.193
B96p

Buskin, Martin. Parent Power. New York: Cornerstone Library, 1975. 180 p.

Subtitled "A Candid Handbook for Dealing With Your Child's School," this is a general introduction to schools, with advice on parent conferences, curriculum innovation, committees, etc.

372
C42h

Chess, Stella and Jane Whitbread. How To Help Your Child Get the Most Out of School. Garden City, New York: Doubleday, 1974. 300 p.

The authors provide advice and reassurance to parents concerned about readiness, competition, underachievers and other issues related to children's learning experiences.

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Maryfaith F. Fox
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

372
C66L

Cohen, Dorothy H. The Learning Child: Guidelines for Parents and Teachers. New York: Pantheon, 1972. 360 p.

Basing her positions on the findings of Piaget and others, and on her own experience in child development and education, Cohen describes how a child's psychological stages fit into the educational process. The book is intended to help parents support their children's learning.

Dialog for Parents. Atlanta, Georgia: Humanics Limited, 1977.

This is a little booklet designed to stimulate the sharing of ideas about children and childrearing. It consists of a "dialog" of unfinished statements. Two persons are to read the statements, respond and discuss.

649.1
D61r

Dinkmeyer, Don and Gary McKay. Raising a Responsible Child: Practical Steps to Successful Family Relationships. New York: Simon and Schuster, 1973. 256 p.

Dinkmeyer and McKay base their approach on that of Rudolf Dreikurs. They emphasize a democratic relationship between parent and child, with logical consequences replacing punishment. Solutions to common problems - room cleaning, TV, chores, school conflicts - are offered.

155.4
D81c

Dreikurs, Rudolf and Vicki Soltz. Children: The Challenge. New York: Hawthorn Books, 1964. 335 p.

Dreikurs' approach is based on Adlerian psychology. The philosophy and techniques given here emphasize firmness and mutual respect, and an avoidance of fruitless power struggles.

649.1
D81c

Dreikurs, Rudolf. Coping With Children's Misbehavior: A Parent's Guide. New York: Hawthorn Books, 1972. 162 p.

Dreikurs stresses the reasons behind misbehaving: attention-getting (in four types), striving for power, taking revenge, displaying inadequacy, and pathological reactions. Case illustrations provide examples of how to deal with each problem.

155.42
D92d

Dunn, Judy. Distress and Comfort. Cambridge, Massachusetts: Harvard University Press, 1977. 127 p.

This book in Jerome Bruner's series on "The Developing Child" looks at the many questions and concerns related to distress and comfort in infants and children. The author points out how behaviors in this area indicate developmental changes, and stresses the practical implications of research and theory.

649.1
Ei59e

Eimers, Robert and Robert Aitchison. Effective Parents, Responsible Children. New York: McGraw-Hill, 1977. 230 p.

The authors describe a set of parent skills applicable to many everyday situations. The discussions are clear and complete and are followed by practice exercises. Skills include limit-setting, social reward and ignoring. There are also chapters on special situations.

301.427 F11L — Faber, Adele and Elaine Mazlish. Liberated Parents, Liberated Children. New York: Avon, 1974. 237 p.

Two parents who participated in child psychologist Haim Ginott's parent workshop describe the effect his techniques had on their families.

649.1 F75f — Ford, Edward E. and Steven Englund. For the Love of Children. Garden City, New York: Anchor Books, 1978. 146 p.

The authors base their approach to child rearing on William Glasser's "reality therapy."

301.427 F84e — Fraiberg, Selma. Every Child's Birthright: In Defense of Mothering. New York: Bantam, 1977. 189 p.

Fraiberg examines the research on infant development and draws conclusions about the implications for families and the institutions that serve them. She expresses strong beliefs about the role of mothers.

155.41 F84m — Fraiberg, Selma H. The Magic Years. New York: Scribner's, 1959. 305 p.

Fraiberg, a psychoanalyst, describes the psychological journey of the child from birth to six years. She discusses the problems encountered at each stage and offers many examples of how children and parents react.

649.1 G32h — Gersh, Marvin J. How to Raise Children At Home In Your Spare Time. Greenwich, Connecticut: Fawcett, 1966. 192 p.

Although sexist at some points, and perhaps too flippant for some tastes, this is a down-to-earth, practical guide to child rearing.

155.4 G33c2 — Gesell, Arnold and others. The Child From Five to Ten. New York: Harper and Row, 1977. 461 p.

Gesell's classic traces the developmental stages of children in this age group. This can be a useful resource for the parent who wants to be assured that a given behavior is "normal."

649.1 G43b — Ginott, Haim G. Between Parent and Child: New Solutions to Old Problems. New York: Macmillan, 1965. 216 p.

Ginott is a child psychotherapist who offers "concrete suggestions and preferred solutions for dealing with daily situations." His common-sense advice is illustrated with numerous examples and dialogues.

649.1 G65pa2 — Gordon, Thomas. P. E. T.: Parent Effectiveness Training. New York: New American Library, 1975. 334 p.

Gordon's approach to parenting replaces power struggles with "Active Listening," "I-Messages" and the "No-Lose Method." Both the book and the P. E. T. training programs have had good results in helping parents improve their communication methods.

649.1 G65pe — Gordon, Thomas. P. E. T. in Action. New York: Bantam, 1976. 367 p.

A follow-up to the previous P. E. T. book, this one is based on interviews with parents using the method.

649.1 H24b — Harrison-Ross, Phillis and Barbara Wyden. The Black Child, A Parent's Guide. New York: Peter H. Wyden, 1973. 360 p.

The authors, a black pediatrician and a white journalist, describe and analyze the problems faced by black children and offer advice to adults in dealing with various situations.

649.1 H43f — Hersey, Paul and Kenneth H. Blanchard. The Family Game: A Situational Approach to Effective Parenting. Reading, Massachusetts: Addison-Wesley, 1978. 227 p.

The authors draw on behavioral science and their expereinces as organizational consultants and parents. They describe parenting in terms of leadership, and suggest the analysis of a situation, followed by use of the appropriate 'parenting style."

158.2 J23t — James, Muriel. Transactional Analysis for Moms and Dads. Reading, Massachusetts, Addison-Wesley, 1974. 148 p.

James, co-author of Born To Win, applies the T. A. terminology of "strokes," "ego states" and "frogginess" to parent-child relationships.

370.193 J72p — Jones, Philip and Susan Jones. Parents Unite! New York: Wyden Books, 1976. 263 p.

Called a "complete guide for shaking up your children's school," this book offers advice to parents who are ready to challenge the status quo.

155.41 K67m — Klein, Carole. The Myth of the Happy Child. New York: Harper, 1975. 165 p.

Klein urges parents to accept the fact that children cannot avoid unhappiness. She discusses fear, loneliness, guilt, anger, dreams, shame, and sexual feelings.

649.7 K94c — Krumboltz, John D. and Helen Brandhorst Krumboltz. Changing Children's Behavior. Englewood Cliffs, New Jersey, 1972. 268 p.

This book is a common-sense guide to the use of behavior modification in the home or school. The authors use hundreds of examples to illustrate approaches to behavior problems.

301.427 L578w — Levine, James A. Who Will Raise the Children? New York: Bantam, 1976. 187 p.

Subtitled "New Options for Fathers (and Mothers)," this book describes ways in which fathers, married and single, are increasing their involvement in parenthood.

649.1
N31p

Neisser, Edith G. Primer for Parents of Pre-Schoolers. New York: Parents Magazine Press, 1972. 319 p.

This is a compendium of advice to parents of three-to-six-year olds. It is clearly written, without jargon, based on a mixture of common-sense and Freudian psychology.

649.1
P27L2

Patterson, Gerald R. Living With Children. New Methods for Parents and Teachers. Champaign, Illinois: Research Press Co., 1976. 114 p.

This is a programmed text, designed to teach the methods of behavior modification to parents or teachers. It explains reinforcers and describes ways to deal with several specific types of undesirable behavior.

301.42
P27f

Patterson, Gerald R. Families: Applications of Social Learning to Family Life. Campaign, Illinois: Research Press, 1971. 143 p.

Living With Children (above) is a primer on Patterson's "social learning" approach. This book is more advanced, describing recent experience and practice with the techniques. It should be useful for both parents and those who work with them.

301.427
P33pa

Peck, Ellen and Dr. William Granzig. The Parent Test. New York: G. P. Putnam's, 1978. 348 p.

This book describes the nitty-gritty of parenting in order to help the prospective parent decide whether to take the plunge. This is also a useful self-examination tool for those who already are parents.

649.1
P93pa

Princeton Center for Infancy. Parents' Yellow Pages. New York: Anchor, 1978. 511 p.

An encyclopedic guide to 130 subjects related to child care, this thick book includes information on bicycle safety, consumer protection, family crises, play, and many other topics. Especially useful for the addresses of organizations and lists of suggested books.

372.13
R24a2

Recipes for Fun: Learning Activities for Young Children. Northfield, Illinois: Par Project, 1970. 46 p.

This book is representative of many others which contain basic activities for children's play and learning. It suggests entertaining uses for recycled household materials. The aims are learning through play and shared experiences for parent and child. Also: More Recipes for Fun and Still More Recipes for Fun.

649.1
Sa3h

Salk, Lee and Rita Kramer. How to Raise a Human Being. New York: Warner, 1969. 204 p.

The authors present general principles to be followed in guiding the emotional growth of a child. They indicate how these principles can be acted on at different points in the developmental sequence.

649.1
Sa3w

Salk, Lee. What Every Child Would Like His Parents to Know. New York: Warner, 1972. 222 p.

In contrast to the previous book, which stresses general principles, this one gives Dr. Salk's answers to specific questions concerning the emotional issues of child rearing.

301.42
Sa8p

Satir, Virginia. Peoplemaking. Palo Alto, California: Science and Behavior Books, 1972. 304 p.

Satir, an established leader in family therapy, has written a readable guide to family discovery, communication and improvement that should be of use to families and those who work with them. The amusing cartoons and coined words and phrases and the exercises encourage the reader in the belief that family dynamics can be improved and changed.

649.6
SL5

Sloan, Howard N. Behavior Guides. Fountain Valley, California: Telesis, Ltd., 1976. @ 30 p. each.

The titles of the five guides are: Because I Said So, Dinner's Ready, No More Whining, Not 'Til Your Room's Clean, and Stop That Fighting. Each is a short, step-by-step guide to a behavior modification program that deals with a specific problem.

649.1
Sm6c

Smith, Judith M. and Donald E. P. Smith. Child Management: A Program for Parents and Teachers. Champaign, Illinois: Research Press, 1976. 131 p.

Using a self-teaching format, the authors present the idea of consistency, provided by rules, as the key to sensible child management. The reader is urged to interpret and deal with behavior consistently.

155.42
St4f

Stern, Daniel. The First Relationship: Infant and Mother. Cambridge, Massachusetts: Harvard University Press, 1977. 149 p.

Another book in The Developing Child series, this one examines the minute details of infant-caregiver interaction. Stern argues that apparently frivolous play teaches the child about the nature of the world.

649.1
W85p

Wood, Samellyn J. and others. Parenting: Four Patterns of Child-rearing. New York: Hart Pub., 1978. 333 p.

The authors believe there is no one best way to raise children. They believe that parents must choose the way that is best for them and their children. They, therefore, present four distinct "patterns" of parenting, with examples, principles and techniques for each. As a parent, I found this to be a very constructive way to examine my own parenting style.

PART TWO: FOR PROFESSIONALS

649.1
Ab5p

Abidin, Richard R. Parenting Skills Trainer's Manual. New York: Human Sciences Press, 1976. 125 p.

This manual provides material for 19 sessions of a course designed to teach basic parenting skills. The approach draws from humanistic psychology, rational emotive psychology, and behavioral psychology. Objectives, materials, sequence, lecture and discussion are all presented.

649.1
Ab5pa

Abidin, Richard R. Parenting Skills Workbook. New York: Human Sciences Press, 1976. 123 p.

This workbook is intended to be used in conjunction with the above manual. The home practice assignments consist of a review of the main ideas, practical examples, practice exercises to test comprehension, and an assignment.

649.1
As7p

Association for Childhood Education International. Parenting. Washington, D. C.: the Association, 1973. 72 p.

This is a collection of articles on such diverse topics as senior citizens in day care centers, male and female parenting roles, single parents, and high school programs for future parents.

155.45
C36w

Chapel Hill Training-Outreach Project. Working With Families. Chapel Hill, North Carolina: the Project, 1975. 151 p.

Designed for teachers working in early childhood programs serving the handicapped, this guide would also be useful for other teachers. It includes both philosophy and samples of program strategies for involving parents.

372.11
C679w

Coletta, Anthony J. Working Together: A Guide to Parent Involvement. Atlanta, Georgia: Humanics, Ltd., 1977. 189 p.

Coletta presents rationale and strategies for parent involvement programs in preschool or elementary school. He is very thorough and provides plenty of sample forms, checklists, etc.

649.1
D61s

Dinkmeyer, Don and Gary D. McKay. Systematic Training for Effective Parenting: Parent's Handbook. Circle Pines, Minnesota: American Guidance Service, 1976. 117 p.

This handbook is part of the STEP program and is designed for use in a STEP study group. It includes readings, questions, and follow-up activities. STEP kits are available in the Specialized Educational Services Department. Call Ruth Olson to reserve one.

158.1
H46p

Hesterly, S. Otho. The Parent Package: To Raise A Winner. Little Rock, Arkansas: the author, 1974. Parent's Book. 53 p. Leader's Guide. 51 p.

Subtitled "A T. A. Program for Parents of Winners," these two books are designed to be used in teaching the concepts of transactional analysis to groups of parents. The Parent's Book contains readings, the Leader's Guide includes exercises and topics for group discussion. The books are to be used in conjunction with Born to Win by Muriel James.

372.21
H75p

Honig, Alice S. Parent Involvement in Early Childhood Education. Washington, D. C: National Association for the Education of Young Children, 1975. 102 p.

Honig presents program models and methods for parental involvement. She includes discussion of the problems, successes and additional resources.

371.9
K928c

Kroth, Roger L. Communicating With Parents of Exceptional Children: Improving Parent-Teacher Relationships. Denver, Colorado: Love Publishing Co., 1975. 187 p.

Active listening, purposeful communication, and problem solving are stressed in this guide. Behavioral techniques are suggested for use by parents and teachers.

649.1
L24e

Lane, Mary B. Education for Parenting. Washington, D. C.: National Association for the Education of Young Children, 1975. 84 p.

This book surveys the needs of parents, young children and teachers, and suggests models for parent involvement and parent education.

370.193
L62w

Lightfoot, Sarah Lawrence. Worlds Apart: Relationships Between Families and Schools. New York: Basic Books, 1978. 257 p.

An insightful study, this book explores the social and psychological roots of family-school conflict. The author discusses such issues as "The Other Woman: Mothers and Teachers" and the culture conflicts faced by black families. She urges a new conception of family-school collaboration, with parents viewed as the primary educators.

371.103
L89p

Losen, Stuart M. and Bert Diament. Parent Conferences in the Schools. Boston: Allyn and Bacon, 1978. 287 p.

The authors, both school psychologists, draw from their own experience and case files to demonstrate procedures for working with parents. They stress a co-equal relationship and give very specific guidelines.

649.1
M46s

Mead, D. Eugene. Six Approaches to Child Rearing. Models From Psychological Theory. Provo, Utah: Brigham Young University Press, 1976. 141 p.

Mead explains six psychological theories with application to child rearing. They are: the Psychoanalytic Approach, the Developmental-Maturational, the Socio-Teleological, the Cognitive-Developmental, the Existential-Phenomonological, and the Behavioral. Each chapter includes criticisms of the approach described. The bibliography provides a list for further reading. The book is good background for the professional or well-educated parent who wishes to choose a theoretical base, but it does not give child-rearing advice.

649.1
N118c

Nack, Arthur, Theora Proctor, Mary Abels. Classes for Parents: A Model for Parental Training in Use of Behavioral Principles. Madison, Wisconsin: Specialized Educational Services, Madison Public Schools, 1972.

This booklet describes a 10-session program in which parents learned how to change the behaviors of their emotionally disturbed children. Patterson's Living With Children was used as a text, along with handouts on specific issues, which are included in this book.

016.3014
P21

Parent Education: An ERIC Bibliography. Urbana, Illinois: ERIC Clearinghouse on Early Childhood Education, 1978. unpaged.

This bibliography cites ERIC documents and journal articles on the education of parents and prospective parents. Useful for researchers or program planners.

371.103
P289a

Pavloff, Gerald and Gary Wilson. Adult Involvement in Child Development for Staff and Parents. Atlanta, Georgia: Humanics Assoc., 1972. 162 p.

This manual is full of guidelines, suggestions, and do's and don'ts for successful parental involvement in early childhood programs.

649.1
P83

Portage Parent Program: Instructor's Manual and Parent Readings. Portage, Wisconsin: Cooperative Educational Service Agency 12, 1977. 2 volumes.

The Portage Program, a home-based program for preschool handicapped children, includes substantial parent involvement. The instructor's manual gives directions for the teaching and modeling used to improve parents' child-management skills. The Parent Readings provide further instructions. A Parental Behavior Inventory is included.

362.78
P94

Professional Approaches with Parents of Handicapped Children, edited by Elizabeth J. Webster. Springfield, Illinois: Charles C. Thomas, 1976. 268 p.

The twelve contributors to this collection present a variety of models for parent-professional interaction. They discuss issues and describe specific programs.

155.41
Sch1m
Schaffer, Rudolph. Mothering. The Developing Child Series. Cambridge, Massachusetts: Harvard University Press, 1977. 120 p.

Schaffer prefers to use the term "mothering," while pointing out that "from the child's point of view, it matters little what sex mother is." He examines recent research on mother-child interaction and indicates its significance.

301.157
Sh4t
Sheppard, William C. and others. Teaching Social Behavior to Young Children. Champaign, Illinois: Research Press, 1973. 80 p.

The "social learning" approach to behavior change, described for parents by Patterson (above) is here presented for teachers. Sheppard explains behavior charting and the ways to reinforce behavior. Could also be used by parents.

649.1
Sh93p
Shure, Myrna B. and George Spivack. Problem-Solving Techniques in Childrearing. San Francisco: Jossey-Bass, 1978. 261 p.

This book provides a guide to a complete parent training program. The program instructs parents in ICPS (Interpersonal Cognitive Problem Solving) skills. Parents can then aid their children in acquiring problem solving techniques to employ in social situations. Research and evaluation results are included.

371.103
Sw5b
Swick, Kevin J. and others. Building Successful Parent-Teacher Partnerships. Atlanta, Georgia: Humanics, 1979. 81 p.

A rather general book, discussing various types of parent-teacher contacts.

362.3
T849p
Turnbull, Ann P. and H. Rutherford Turnbull III. Parents Speak Out: Views From the Other Side of the Two-Way Mirror. Columbus, Ohio: Merrill, 1978. 210 p.

This collection of articles by parents of handicapped children is especially instructive because the parents are also professionals. Their suggestions and demands for improvements in the services available to them and their children are based on experiences with their own mentally retarded, autistic, or physically handicapped children.

362.78
W39c
Webster, Elizabeth J. Counseling With Parents of Handicapped Children. New York: Grune and Stratton, 1977. 155 p.

Webster emphasizes that counseling is done with, not to, another person. She offers specific, organized, practical advice to teachers, psychologists, speech therapists, and others who work with parents of the handicapped, individually or in groups.

371.103
W69p

Wilson, Gary B. Parents and Teachers. Atlanta, Georgia: Humanics Press, 1974. 131 p.

This guide is to be used by a "trainer" in developing group skills and facilitating communication between parents and staff. The training exercises are designed for parent-teacher groups.

"Working With Parents" Special Issue. Elementary School Guidance and Counseling 9, 2. December, 1974.

This issue contains a good selection of articles on parent education and communication groups. There are practical descriptions of working groups.

PART THREE: SPECIAL SITUATIONS

649.1
Ar6w

Arnstein, Helene S. What to Tell Your Child: About Birth, Illness, Death, Divorce, and Other Family Crises. New York: Condor, 1978. 306 p.

A compendium of common-sense advice about how to handle difficult situations.

301.427
G139c

Galper, Miriam. Co-Parenting: A Source Book for the Separated or Divorced Family. Philadelphia, Pennsylvania: Running Press, 1978. 158 p.

Galper, herself a "co-parent," describes her own arrangement and those of several other couples. Scheduling, money, grandparents, adjustment problems, and other issues are covered.

301.42
G17b

Gardner, Richard A. The Boys and Girls Book About Divorce. New York: Bantam, 1979. 155 p.

Gardner speaks directly to children about their feelings and fears.

301.428
G17p

Gardner, Richard A. The Parents Book About Divorce. Garden City, New York: Doubleday, 1977. 368 p.

Gardner provides thoughtful advice on many issues of concern to divorced or divorcing parents.

155.4
G89c

Grollman, Earl A., editor. Explaining Death to Children. Boston: Beacon Press, 1967. 296 p.

Less directly applicable than the LeShan book (below), this collection of essays nevertheless offers a variety of approaches to the subject. The essays are written by a sociologist, priest, psychologist, rabbi and others.

301.428 G89t — Grollman, Earl A. Talking About Divorce: A Dialogue Between Parent and Child. Boston: Beacon Press, 1975. 87 p.

With simple drawings and dialogue, this book introduces a child to the reality of his parents' divorce. A Parent's Guide, to be read first, assists the parents in providing reassurance.

301.427 K67s — Klein, Carole. The Single Parent Experience. New York: Avon, 1973. 304 p.

Klein covers many aspects of the single parent experience, including never-married mothers, homosexual parents, child care, and the psychological effects on the child. The book is based on research and interviews with parents.

155.9 L56L — LeShan, Eda. Learning to Say Good-By; When A Parent Dies. New York: Macmillan, 1976. 85 p.

LeShan speaks directly to children about the grieving process. She uses many examples of what other children have experienced. This would be a good book for the surviving parent and child to share.

301.427 R39h — Richards, Arlene and Irene Willis. How To Get It Together When Your Parents Are Coming Apart. New York: Bantam, 1976. 171 p.

In discussing the causes and results of divorce, the authors inform and reassure teenagers.

155.9 R83s — Rudolph, Marguerita. Should the Children Know? Encounters with Death in the Lives of Children. New York: Schocken Books, 1978. 113 p.

Rudolph, a nursery school teacher, shows how young children can be taught about death in a sensitive and straight forward manner.

301.428 Si6d — Sinberg, Janet. Divorce is a Grown Up Problem. New York: Avon, 1978. unpaged.

This "book about divorce for young children and their parents" includes a preface for parents, with common-sense advice, and a picture book explanation for young children. There is an emphasis on the continuing love and support of both parents for the child.

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GROUP INTERACTION June, 1978

The books described in this list deal with interaction in discussion groups, in classrooms and other educational settings. The emphasis is on practical rather than strictly theoretical material.

371.102 Af26 Affective Education: Strategies for Experiential Learning, edited by Louis Thayer. La Jolla, California; University Associates, 1976. 230 p.

This is a compilation of 50 structured experiences for use with groups. Users may range from elementary school children to adults in a variety of learning situations. Goals, group size, time, materials, and process are specified for each experience. The emphasis is on group experiences that strenghten the affective components of learning.

158.2 B21m Ball, Geraldine. Magic Circle: An Overview of the Human Development Program. La Mesa, California: Human Development Training Institute, 1974. 140 p.

The program described consists of a circle session in which a teacher and a small group of children follow a prescribed format in engaging in a group discussion. The objectives are in the affective area. This book provides an introduction to the program, covering purpose, evaluation, teacher's role, relevant research, and a description of the program at successive grade levels.

158.2 B46h Bessell, Harold. Human Development Program: Activity Guides. La Mesa, California: Human Development Training Institute, 1972. Level 1, 2, 3 and 4.

These guides provide very specific directions for units to be followed in magic circle sessions. There are different emphases in each level, with a rationale for the sequence.

371.37 B45p Berchard, Joseph E. The Process of Small Groups. Edutronics Corp., 1971. 36 p.

Through diagrams, outlines, questions and summaries, this brief booklet offers guidance for the teacher in the management of small group discussions.

301.18 Eg1i Egan, Gerard. Interpersonal Living: A Skills/Contract Approach to Human Relations Training in Groups. Monterey, California: Brooks/Cole, 1976. 317 p.

This is a skills book for group leaders and participants. Egan defines the skills essential to interpersonal communication, particularly in groups. Each chapter describes a skill, gives some theoretical background, and offers systematic exercises for practice in using that skill. Skills include self-disclosure, attending, genuineness, and confrontation. A very useful book for the professional.

372.11 ELla — Elardo, Phyllis and Mark Cooper. Aware: Activities for Social Development. Menlo Park, California: Addison-Wesley Pub. Co., 1977. 188 p.

Aware is a program aimed at facilitating the social development of 8 to 11 year olds. The activities are designed for regularly scheduled group discussions, with additional enrichment ideas. Goals and objectives are clearly stated; the program is complete and has been tested. The book can be used as a step-by-step guide or a source of supplementary ideas for group discussions.

301.11 F679ga — Flynn, Elizabeth W. and John F. LaFaso. Group Discussion as Learning Process: A Sourcebook. New York: Paulist Press, 1972. 253 p.

This book is designed as a textbook for a participative course in leadership for group discussion. The first seven chapters provide theory while the last seven deal with practical application. Could be used with upper-level high school students or simply as a reference aid for those leading group discussions.

301.11 F679g — Flynn, Elizabeth W. and John F. LaFaso. Group Discussion As A Learning Process: A Guidebook. New York: Paulist Press, 1972. 111 p.

A companion volume to the above text, this is essentially an instructor's manual. It describes the course, gives examples of exercises, forms, charts and questionnaires and suggests additional reading matter.

372.11 F915 — The Friendly Classroom for a Small Planet, by Priscilla Prutzman and others. New York: Quaker Project on Community Conflict, 1977. 109 p.

The program presented in this handbook grew out of a commitment to conflict resolution and non-violence. The activities for groups of elementary school students are designed to build a positive classroom environment and a creative attitude toward resolving conflicts. Games, role-playing, and other activities are suggested.

374.24 G95d — Gulley, Halbert E. Discussion, Conference, and Group Process. 2nd edition. New York: Holt, Rinehart, 1968. 374 p.

This is a college-level textbook concerned with communication in discussion, especially decision making discussion in small group situations. Less useful for teachers than its title and size would indicate, it nevertheless has basic information on interaction, leadership and other aspects of small group discussions.

371.3 H31d — Hawley, Robert C. and Isabel L. Developing Human Potential: A Handbook of Activities for Personal and Social Growth. Volume I. Amherst, Massachusetts. Education Research Associates, 1975. 92 p.

The activities in this book are designed for classroom use, to foster increased awareness of self, others and the environment. Most are brief exercises requiring no special materials or preparation. Areas covered include creativity, self-awareness, motivation and communication skills.

371.3 H31d — Hawley, Robert C. and Isabel L. Developing Human Potential: More Activities for Personal and Social Growth. Volume 2. Amherst, Massachusetts. Education Research Associates, 1977. 90 p.

This second volume provides additional activities to build awareness and coping skills in the classroom setting. There is a stress on creating a sense of community and encouraging self motivation.

374.24 H55L — Hill, William Fawcett. Learning thru Discussion. Beverly Hills, California: Sage Publications, 1969. 64 p.

A "how-to" guide for leaders and members of discussion groups based on a conceptual model of the process such a group should go through. The steps involved in the process and the skills required of members are all clearly defined. A practical little book.

301.18 K32s — Kemp, C. Gratton. Small Groups and Self-Renewal. New York: Seabury Press, 1971. 264 p.

The author states that this book is intended for the "unsophisticated majority" as well as the sophisticated professional. He covers the nature of the small group, types of groups, and the characteristics and implementation of group process. Good general reading with no specific techniques or exercises described.

301.152 L62w — Lifton, Walter M. Working with Groups: Group Process and Individual Growth. New York: Wiley, 1966. 288 p.

Lifton's purpose is to describe group process theories, techniques, problems and procedures. His audience is broadly described as educators. The language is free of jargon and the coverage both broad and practical, so that anyone could find some useful ideas.

371.37 M23s — McNeil, J. H. Some Guidelines for Small Group Discussion. Edutronics Corp., 1971. 14 p.

In this very brief booklet, the author names six basic types of small groups and offers a purpose, guidelines and desired outcome for each.

301.18 N16g — Napier, Rodney W. and Matti K. Gershenfeld. Groups: Theory and Experience. Boston, Mass.: Houghton Mifflin, 1973. 311 p. Instructor's Manual. 148 p.

A complete textbook on group process, this text offers theoretical chapters followed by appropriate training exercises. The appendix is a practical guide for facilitators. Good for reading cover-to-cover or for quick reference.

The Instructor's Manual contains about 50 additional exercises.

372.14 Ohlsen, Merle M., editor. Counseling Children in Groups: A Forum.
Oh4c New York: Holt, 1973. 367 p.

The articles in this collection are written by practitioners representing various points of view. They write about approaches to counseling groups of children in schools. Included are essays on group dynamics in the classroom, as well as therapeutic group situations.

371.37 Olmstead, Joseph A. Small Group Instruction: Theory and Practice.
OL5s Alexandria, Virginia: Human Resources Research Organization, 1974. 129 p.

This book is intended for instructors in a variety of settings. It describes some of the more commonly used small-group techniques and analyzes their potential use.

158 Pfeiffer, J. William, Richard Heslin and John E. Jones. Instrumentation
P47i2 in Human Relations Training. 2nd edition. La Jolla, California: University Associates, Inc., 1976. 324 p.

Designed for group facilitators, this is a guide to 92 instruments "with wide application to the behavioral sciences." The authors offer a perspective and guidelines on the use of the instruments. The bulk of the book is devoted to descriptions of the instruments, indicating uses, positive features, and concerns. Many of them are useful in group situations.

158.2 Pfeiffer, J. William and John E. Jones. A Handbook of Structured Experi-
P47h ences for Human Relations Training. Vol 1, 2, 3, 4, 5, 6. La Jolla, California: University Associates, 1973-1977. 128 to 160 pp. each.

These six volumes contain 146 structured experiences designed for use in group situations. Each activity is described in detail. Areas covered include trust building, consensus, problem solving, intergroup communication, cooperation, etc. Some experiences can be used by the neophyte facilitator; others require more expertise. This is a place to go for the nitty gritty ideas to make things happen in groups.

371.25 Schmuck, Richard A. and Patricia Schmuck. Group Processes in the
Sch5g Classroom. Dubuque, Iowa: Wm. C. Brown, 1971. 156 p.

Schmuck and Schmuck discuss the group interactions operating constantly in any classroom. They view the teacher as a member of the group, who should be aware of the dynamics of the classroom and use them positively.

371.39 Stanford, Gene. Developing Effective Classroom Groups: A Practical
St2d Guide for Teachers. New York: Hart, 1977. 287 p.

Stanford goes beyond the explanation of group dynamics to provide practical strategies that a teacher can use to make a group develop the needed cohesiveness and skills. Some are adapted from Pfeiffer and Jones material; all have been used in secondary classrooms. A new and basic handbook.

371.102 St2h — Stanford, Gene and Albert E. Roark. Human Interaction in Education. Boston: Allyn and Bacon, 1974. 308 p.

The authors emphasize that education is a social process. They offer "specific" approaches to utilizing human interaction to foster significant learning". The book is both founded in theory and of practical use. Practical chapters cover group discussion, role playing, simulations and action methods.

808.5 st2L — Stanford, Gene and Barbara Dodds Stanford. Learning Discussion Skills through Games. New York: Citation Press, 1969. 75 p.

The Stanfords' earlier book is a brief collection of skill-building activities designed to provide practice in discussion techniques and remedial devices for use when particular problems arise.

373.14 W57 — When Schools Care: Creative Use of Groups in Secondary Schools. Edited by Irving Berkovitz. New York: Brunner/Mazel, 1975. 395 p.

Edited by a psychoanalyst and written mostly by mental health professionals, this collection of articles deals with the use of groups in counseling settings in the schools. Most of the essays draw on case studies of groups conducted by school staff, so examples are numerous.

371.37 W57d — Whipple, Babette S. Grouptalk: Dynamics of Discussion. Cambridge, Mass.: Schenkman Pub. Co., 1975. 465 p.

Grouptalk is a formal small group discussion defined as "a conversation in which a leader, using a recorder, helps a small group of people follow rules while they talk together trying to answer a discussion question." The technique is intended to promote growth in a number of skills and can be used with a variety of age and ability groups. The author provides very detailed instructions and discussions of possible problems and variations.

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